

Leavelle-McCampbell Middle

82 Canal Street
Graniteville, South Carolina 29829

Grades	6-8 Middle School	
Enrollment	493 Students	
Principal	Barry Pitts	803-663-4300
Superintendent	Dr. Linda B. Eldridge	803-641-2428
Board Chair	Dr. John B. Bradley	803-641-8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	18	26	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Good	Yes
2005	Below Average	Unsatisfactory	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

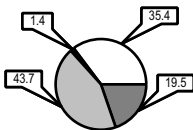
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

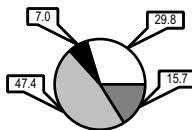
97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

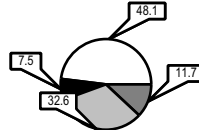
English/Language Arts



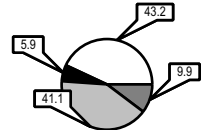
Mathematics



Science

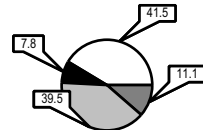
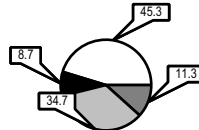
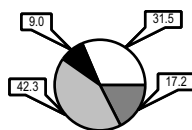
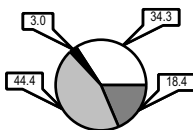


Social Studies



Our School

Middle Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	470	99.6	35.1	43.9	19.6	1.4	31.4	No	Yes
Gender									
Male	231	99.1	44.5	42.1	12.9	0.5	22.5		
Female	239	100.0	26.0	45.6	26.0	2.3	40.0		
Racial/Ethnic Group									
White	332	99.4	29.4	45.5	23.4	1.7	36.0	No	Yes
African American	122	100.0	49.1	39.6	10.4	0.9	18.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	50.0	42.9	7.1	0.0	28.6	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	408	99.8	31.8	45.0	21.6	1.6	34.0		
Disabled	62	98.4	58.5	35.8	5.7	0.0	13.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	470	99.6	35.1	43.9	19.6	1.4	31.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	470	99.6	35.1	43.9	19.6	1.4	31.4		
Socio-Economic Status									
Subsidized meals	284	99.3	44.4	42.5	13.1	0.0	19.8	No	Yes
Full-pay meals	186	100.0	21.5	45.9	29.1	3.5	48.3		

Mathematics – State Performance Objective = 36.7%									
All Students	470	99.4	29.5	47.6	15.8	7.1	38.9	Yes	Yes
Gender									
Male	231	98.7	34.4	45.5	13.4	6.7	34.9		
Female	239	100.0	24.7	49.8	18.1	7.4	42.8		
Racial/Ethnic Group									
White	332	99.4	25.3	47.4	18.4	8.9	43.4	Yes	Yes
African American	122	99.2	40.0	47.6	10.5	1.9	24.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	14	100.0	35.7	57.1	0.0	7.1	50.0	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	408	100.0	26.1	47.8	18.0	8.1	43.0		
Disabled	62	95.2	53.8	46.2	0.0	0.0	9.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	470	99.4	29.5	47.6	15.8	7.1	38.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	470	99.4	29.5	47.6	15.8	7.1	38.9		
Socio-Economic Status									
Subsidized meals	284	98.9	36.9	46.4	12.7	4.0	31.3	No	Yes
Full-pay meals	186	100.0	18.6	49.4	20.3	11.6	50.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	470	100.0	48.1	32.6	11.7	7.5	19.2
Gender							
Male	231	100.0	47.9	33.2	11.8	7.1	19.0
Female	239	100.0	48.4	32.1	11.6	7.9	19.5
Racial/Ethnic Group							
White	332	100.0	41.3	35.4	13.4	9.8	23.3
African American	122	100.0	66.0	25.5	7.5	0.9	8.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	64.3	21.4	7.1	7.1	14.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	408	100.0	44.4	34.1	12.9	8.6	21.5
Disabled	62	100.0	74.1	22.2	3.7	0.0	3.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	470	100.0	48.1	32.6	11.7	7.5	19.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	470	100.0	48.1	32.6	11.7	7.5	19.2
Socio-Economic Status							
Subsidized meals	284	100.0	59.1	28.3	7.5	5.1	12.6
Full-pay meals	186	100.0	32.0	39.0	18.0	11.0	29.1

Social Studies							
All Students	470	99.8	43.1	41.2	9.9	5.9	15.8
Gender							
Male	231	99.6	47.6	39.5	8.6	4.3	12.9
Female	239	100.0	38.6	42.8	11.2	7.4	18.6
Racial/Ethnic Group							
White	332	99.7	38.2	43.4	10.9	7.6	18.4
African American	122	100.0	56.6	34.9	6.6	1.9	8.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	14	100.0	50.0	35.7	14.3	0.0	14.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	408	99.8	40.4	42.3	10.5	6.7	17.3
Disabled	62	100.0	61.1	33.3	5.6	0.0	5.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	470	99.8	43.1	41.2	9.9	5.9	15.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	470	99.8	43.1	41.2	9.9	5.9	15.8
Socio-Economic Status							
Subsidized meals	284	99.7	53.0	37.2	6.7	3.2	9.9
Full-pay meals	186	100.0	28.5	47.1	14.5	9.9	24.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	98.6	44.1	35.3	17.6	2.9	20.6
	7	148	98.0	29.7	45.7	23.2	1.4	24.6
	8	148	96.6	23.9	53.6	21.7	0.7	22.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	100.0	51.0	31.3	17.0	0.7	17.7
	7	150	99.3	18.7	55.2	25.4	0.7	26.1
	8	154	99.4	34.8	45.4	17.0	2.8	19.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	98.6	19.1	44.1	23.5	13.2	36.8
	7	148	98.0	25.4	42.0	20.3	12.3	32.6
	8	148	96.6	28.3	60.9	6.5	4.3	10.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	99.4	25.3	46.6	20.5	7.5	28.1
	7	150	99.3	28.1	43.0	17.8	11.1	28.9
	8	154	99.4	34.8	53.2	9.2	2.8	12.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	100.0	51.0	29.3	12.2	7.5	19.7
	7	150	100.0	40.7	36.3	11.1	11.9	23.0
	8	154	100.0	51.4	33.1	12.0	3.5	15.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	166	100.0	57.8	32.7	6.1	3.4	9.5
	7	150	100.0	28.9	43.0	14.1	14.1	28.1
	8	154	99.4	40.4	48.9	9.9	0.7	10.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 493)				
Students enrolled in high school credit courses (grades 7 & 8)	46.5%	Down from 47.5%	15.4%	15.5%
Retention rate	5.8%	Up from 3.3%	3.4%	3.0%
Attendance rate	95.0%	Down from 95.4%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.6%	Down from 7.2%	4.9%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.4%	Down from 7.2%	4.9%	4.6%
Eligible for gifted and talented	20.3%	Down from 21.9%	16.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Up from 11.3%	15.3%	13.6%
Older than usual for grade	8.1%	Up from 4.9%	5.4%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.0%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 29)				
Teachers with advanced degrees	34.5%	No change	46.3%	51.8%
Continuing contract teachers	93.1%	No change	80.0%	78.1%
Highly qualified teachers	74.1%	Down from 87.0%	90.0%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	7.0%	6.0%
Teachers returning from previous year	91.0%	Down from 91.1%	84.5%	85.4%
Teacher attendance rate	94.2%	Down from 94.3%	94.8%	94.9%
Average teacher salary	\$42,362	Up 7.3%	\$40,070	\$41,328
Prof. development days/teacher	8.8 days	Up from 5.0 days	11.7 days	11.5 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 19.2 to 1	20.5 to 1	21.3 to 1
Prime instructional time	88.7%	No change	88.8%	89.3%
Dollars spent per pupil*	\$6,788	Up 15.1%	\$5,747	\$6,022
Percent of expenditures for teacher salaries*	59.1%	Down from 60.8%	61.3%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.9%	Up from 87.1%	95.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"The Best Year Yet! August, 2004, and Leavelle-McCampbell Middle School had adopted the district's slogan for the 2004-2005 school year in great anticipation of a very successful upcoming year. Having achieved the Adequate Yearly Progress (AYP) designation by the federal government based on the spring, 2004 PACT scores, and consequently enrolling new students due to this achievement, the school community was preparing for an all-out effort to continue our academic progress.

The number of Junior Scholars was increased from three to fourteen, an amazing accomplishment. Leavelle also had great academic success overall and was awarded The Palmetto Silver award for academic achievement. All of our eighth grade students enrolled in algebra I passed the end-of-course (EOC) examination, and all but one of the eighth grade students enrolled in English I passed their EOC examination.

Tragedy struck our school with the untimely death of a student. In January, 2005, Leavelle was a victim of the Graniteville train wreck, which leaked deadly chlorine gas throughout the community. We lost a parent, and other relatives and friends before this disaster could be contained. The school was closed for a total of six days before being declared safe to use by students and staff.

Sadly, the "Best Year Yet!" was lost to events beyond the school's and community's control. We know that this misfortune will have had its effects on our students and their families. And too, test scores and academics will be determined by the climate of our school during these challenging times.

We will continue to meet the challenges presented to us.

Respectfully,

Barry Pitts, Principal

Monica Key, School Improvement Committee Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	142	105
Percent satisfied with learning environment	61.3%	72.1%	83.7%
Percent satisfied with social and physical environment	83.9%	61.7%	72.5%
Percent satisfied with school-home relations	56.7%	76.8%	68.0%

*Only students at the highest middle school grade level at this school and their parents were included.